

Sociology/Anthropology Department

Sociology/Criminology
Undergraduate Program Review

2005 - 2006 Academic Year

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Executive Summary

The Department of Sociology and Anthropology offers undergraduate majors in Sociology and Criminology which are covered in this report, plus majors in Anthropology and Behavioral Sciences and an online Criminology major which are not covered here. The Sociology and Criminology majors require students to complete 48-50 units from classes offered by the department, including an internship and a 14 unit research sequence culminating in an original empirical research project. About two thirds of classes are taught by full time faculty, all of whom have Ph.D.'s from major research universities, with the remaining third taught by part time faculty who are highly qualified and have been teaching for the department for several years.

Criminology and Sociology are among the seven largest programs in the College of Arts and Sciences and both have grown substantially in the last five years. About three fourths of majors are female and about three fourths are minority students. About half are traditional age and about half older students, and just over half (57%) are the first in their families to graduate from college. More than three fourths plan to continue their education in graduate/professional schools. Full time faculty and a recently-added professional Advising Coordinator share advising duties. Average class sizes are small, ranging from about 8 students in Senior Projects classes to 15-30 in other classes.

Learning outcomes for majors include knowledge and skills in: basic perspectives, concepts, and theories; humanistic and social justice perspectives; the research process; and critical thinking and writing. Other outcomes include: understanding the relation between individual and society; comfort with diversity in different contexts; how to function as an ethical professional.

Assessment techniques included: a senior exit survey; an alumni survey; analysis of a sample of course syllabi; informal interviews with faculty; an interview with the Internship Coordinator, and evaluation of internship course evaluations and other related materials.

Findings included the following points:

- Majors get a good foundation in basic perspectives, concepts, and theories of sociology, and are very satisfied with their preparation in this area.
- Majors get a critical and diverse introduction to humanistic and social justice perspectives, and are also very satisfied with their preparation in this area.
- Majors get an extensive introduction to the relation between individuals and social/historical contexts, which operates across the department curriculum.
- Majors acquire substantial knowledge about the consumer side of the research process in the research sequence, and experience in producing original research in doing their Senior Project, and are satisfied with their preparation in this area.
- Majors acquire significant experience in critical thinking and scholarly writing across the whole department curriculum, and are very satisfied with their preparation in this area.

- Majors get substantial exposure to diversity issues in the department, and feel comfortable, competent, and satisfied with their preparation in this area.
- Majors learn to function as ethical professionals through instruction across the department curriculum and modeling by faculty, and are very satisfied with their preparation in this area.

Recommendations for action include:

1. Update the mission statement and the program goals and learning outcomes.
2. Increase the involvement of full time main campus faculty in oversight of the off campus programs administered by Regional Campuses Administration to ensure appropriate quality control of these programs.
3. Convert the Advising Coordinator position into a permanent staff position in order to make the improved quality and accessibility of advising services permanent.
4. Create a tracking system for gathering and organizing data on basic aspects of the program, including characteristics of students, class enrollments, etc.
5. Develop performance indicators to supplement self-report indicators in the ongoing assessment of program goals and outcomes.
6. Consider changing the Senior Thesis requirement to an Honors-only course, for those students planning to attend graduate or professional schools.
7. Consider creating a new course on professionalism to help seniors learn how to "launch" the next stage of their lives (graduate/professional schools, jobs, etc.).
8. Provide more advising services to students related to graduate and professional schools (preparation for exams, information on the graduate education process, etc.).

I. Program Mission

The mission of the Department is to provide education in the fields of sociology, criminology, and anthropology consonant with the mission of the University. The Department is committed to providing a liberal arts education with high standards of excellence using a humanistic, interdisciplinary approach which integrates theory, research, and practice. Sociology and Criminology majors have the opportunity to join *Alpha Kappa Delta*, the national honor society for these disciplines.

II. Program Goals and Learning Outcomes

1. Graduates will understand the basic perspectives, concepts, and theories of sociology.
2. Graduates will understand the basic ideas of humanistic and social justice perspectives.
3. Graduates will understand the relation between individuals and their social and historical contexts.
4. Graduates will understand the scientific research process from the perspectives of both producers and consumers of research.
5. Graduates will be able to think critically and clearly communicate their ideas in writing.
6. Graduates will be comfortable with diversity in its various manifestations.
7. Graduates will learn to function as ethical professionals in a multi-cultural world.

III. Program Description

A. Organization

The Department of Sociology and Anthropology is housed within the College of Arts and Sciences (CAS), and offers undergraduate degrees in Anthropology, Sociology, Criminology, and Behavioral Sciences (with an optional Concentration in Ethnic Studies).

The Department also offers an Online Criminology program (under the auspices of *ULV Online*) and oversees several other programs delivered at regional centers and/or other locales and administered through ULV Regional Campuses Administration. Only the Sociology and Criminology programs offered on the Main Campus are included in the current review. Since Criminology is a subfield of Sociology, all Sociology and Criminology courses carry the "Soc" prefix (there is no separate Criminology prefix).

B. Faculty

The Department has six full-time faculty, including two tenured Full Professors, three tenure track Associate Professors, and one tenure track Assistant Professor. Also fully participating in most department functions are a Senior Adjunct Faculty member (a retired Professor Emeritus from Pitzer University) and a full-time Advising Coordinator funded by revenue-sharing income from our Criminology Online program. All department faculty teach primarily at the undergraduate level. Appendix A includes academic and biographical information on full time faculty, including their highest degrees (all have PhD's from major research universities).

About one third of Sociology classes are regularly taught by adjunct faculty, a proportion that is pretty much typical for the College of Arts and Sciences. Most adjunct faculty hold the PhD degree, and most have been teaching for the department for a number of years. During 2006-07, sixty-one Sociology classes appeared in the class schedules, and nineteen (31%) were scheduled to be taught by adjunct faculty. Adjunct faculty mostly teach classes outside the required research sequence and required emphasis courses, which are taught almost entirely by full time faculty.

Overall, the dozen or so faculty (full time and adjunct) regularly teaching Sociology classes are a highly qualified and talented group, and consistently work well together to carry out the mission of the department.

C. Courses

Sociology/Criminology majors are required to complete 48-50 units from classes offered by the department, including an internship and a 14 unit research sequence culminating in an empirical research project, the Senior Thesis. Sociology/Criminology minors are required to complete 22-23 units from classes offered by the department. Appendix B includes catalog requirements for the Sociology/Criminology major and minor, and course descriptions from the current online catalog.

D. Majors

Tables 1 through 5 below summarize the main trends for Sociology/Criminology majors over the past five years compared with the other large CAS programs. The tables summarize Fall Semester headcounts and FTEs, Bachelor's degrees conferred, and majors of traditional-age incoming freshman and transfer students. Appendix C includes more related data from the *ULV Factbook 2001-2005*.

Tables 1 and 2 indicate that Criminology has consistently been the second largest major in CAS (after Psychology) and that Sociology has consistently been among the ten largest CAS programs. Both of these programs have also shown very strong growth over the last few years, with Sociology leading in both categories (percentage increases in headcounts and FTEs) and Criminology also among the fastest growing in both categories.

Table 3 indicates that our programs are also among the largest, and fastest growing, CAS programs in terms of Bachelors degrees conferred in recent years.

Table 1. Unduplicated Fall Semester 2001-2005 undergraduate headcounts for the seven largest A&S programs (Source: *ULV Factbook 2001-2005*, page 2)

	2001	2002	2003	2004	2005	+/- (2001-2005)
Psychology	260	206	223	263	248	+04.6%
Criminology	118	122	138	196	180	+52.5%
Biology	85	67	58	84	96	+12.9%
Legal Studies	62	57	58	83	92	+48.4%
Communications	68	70	75	85	84	+23.5%
Sociology	45	48	51	70	79	+75.6%
English	86	66	62	78	76	- 11.6%

Table 2. Undergraduate Fall Semester Full Time Equivalent (FTE) for the seven largest A&S programs 2001-05 (Source: *ULV Factbook 2001-2005*, page 6)

	2001	2002	2003	2004	2005	+/- (2001-2005)
Psychology	206	179	198	230	213	+03.4%
Criminology	125	108	122	169	156	+24.8%
Biology	80	65	55	79	93	+16.3%
Legal Studies	52	42	40	62	69	+32.7%
Communications	80	70	70	83	81	+01.3%
Sociology	37	32	38	52	58	+56.8%
English	65	56	51	63	61	- 06.1%

Table 3. Bachelors Degrees Conferred for the seven largest A&S programs 2001-05 (Source: *ULV Factbook 2001-2005*, page 26)

	2001	2002	2003	2004	2005	+/- (2001-2005)
Psychology	65	75	40	50	77	+18.5%
Criminology	27	20	32	17	41	+51.9%
Biology	6	10	8	10	5	- 16.7%
Legal Studies	10	7	12	12	12	+20.0%
Communications	8	5	9	14	13	+62.5%
Sociology	22	13	13	11	9	- 59.0%
English	23	23	15	13	19	- 17.4%

Tables 4 and 5 indicate that Criminology is among the leading large CAS programs as a choice of major for incoming students, with some growth among incoming freshmen but a small decline among transfer students. Fewer students, freshman or transfer, enter the university as sociology majors. Sociologists have long been aware that most majors declare only after taking one or more sociology classes, and the data here reflect that fact.

Table 4. New Traditional-Age Freshmen for the seven largest A&S programs 2001-05
(Source: *ULV Factbook 2001-2005*, page 18)

	2001	2002	2003	2004	2005	+/- (2001-2005)
Psychology	31	35	23	33	28	- 09.7%
Criminology	15	11	15	22	20	+ 33.3%
Biology	15	23	17	23	24	+ 60.0%
Legal Studies	7	3	6	16	15	+114.3%
Communications	17	10	17	13	18	+ 05.9%
Sociology	4	3	3	4	4	00.0%
English	11	10	6	17	5	- 54.5%

Table 5. New Traditional-Age Transfers for the seven largest A&S programs 2001-05
(Source: *ULV Factbook 2001-2005*, page 19)

	2001	2002	2003	2004	2005	+/- (2001-2005)
Psychology	5	9	9	14	11	+120.0%
Criminology	9	1	7	8	6	- 33.3%
Biology	4	5	3	3	1	- 75.0%
Legal Studies	2	1	5	2	6	+200.0%
Communications	3	2	6	13	4	+ 33.3%
Sociology	6	0	3	4	3	- 50.0%
English	4	2	3	2	4	00.0%

Data from the Senior Exit Survey (see Appendix E) yields some more important demographic information about our majors. All students enrolled in the Spring Senior Thesis classes filled out the surveys so the data is fairly representative of our advanced majors.

- About three fourths of the students filling out the survey were female (31 of 42).
- The median age was 24, and 40% of the students were 21 or 22 (6 and 10 respectively). The age range was from 21 to 51.
- More than 60% of the students were Hispanic and about one-fourth were white.
- Nineteen were Criminology majors and thirteen were sociology majors. The other ten were either Behavioral Sciences (8) or Anthropology (2) majors.
- Less than ten percent of the students had a minor.
- Almost half were CAPA (20) and just over half were traditional age students (22).
- Fifty seven percent were the first members of their families to graduate from college.

- Almost half of the students (20) decided on their major before coming to ULV (most of these were Criminology majors) and just over half (22) decided on their major after starting at ULV (most of these were sociology majors).
- About 80% planned to continue their education in the future and about 30% had already applied to graduate programs.

The Senior Exit Survey also included a series of evaluative items regarding students' experiences at ULV.

- More than 85% of the students were "Very Satisfied" or "Satisfied" with the variety of classes offered at ULV, faculty availability, feeling comfortable and competent in diverse settings, feeling comfortable in professional settings, and feeling comfortable using skills and knowledge in applied settings.
- The highest levels of dissatisfaction among the seniors related to advising (both academic and career advising) and scheduling of classes at ULV.

Some of these issues will be discussed later in the Findings and Recommendations sections.

E. Course Enrollments

Sociology courses listed in Appendix B are usually offered at least once during academic years. Some courses are offered every semester and some have multiple sections every semester. Our courses are no longer cross-listed with other departments so most classes are made up primarily of our majors (including Anthropology and Behavioral Sciences).

Appendix D summarizes class enrollments for each term from Fall 2003 through Fall 2005. Both the number of classes offered by the department and overall enrollments increased during that time from 251 in Fall 2003 to 427 in Fall 2005. The main increases came with the addition of two new faculty in 2003. During Fall 2005, the department offered 30 classes/sections with a total enrollment of 427 students, an average of about 14 students per class. Excluding Senior Thesis classes which are intentionally capped at 7 or 8 students, the average enrollment is about 16 students. Other than Senior Thesis, very few classes have enrollments of less than 12 students.

F. Advising

Full-time faculty share advising responsibilities with a full time department Advising Coordinator. Since the Advising Coordinator position was created last year and is thus new, the details of sharing out advising have not been completely worked out, but a main duty of the Advising Coordinator is to do routine advising (class scheduling, liaison with Academic Affairs, etc.) while the faculty remain responsible for mentoring (career and graduate school aspirations, etc.). The rationale for creating the position is to make advising more available to students, more efficient, and more effective. The basic idea is that the Advising Coordinator, unlike faculty who have numerous other duties, will be available for appointments during business hours, will be able to better coordinate advising with the Academic Affairs office, and will provide more consistent and accurate information to students.

IV. Assessment Procedures

The following procedures were used to assess learning outcomes:

A. Senior Exit Survey

Forty two of our majors were surveyed while enrolled in Spring 2006 Senior Project classes. Appendix E includes a copy of the survey and frequency tables for each survey item.

The main part of the survey included items about student satisfaction with various aspects of their experiences at ULV and in the program. The survey also asked for their comments about strengths and weaknesses of the program and suggestions for improvements.

B. Alumni Survey

Alumni who graduated with degrees in sociology and criminology in the last five years were surveyed online. About 250 graduates were contacted by mail and asked to respond to the online survey. Appendix F includes a copy of the letter sent to alumni, the survey, and frequency tables for each survey item.

The survey asked for basic demographic information about alumni, year of graduation, main campus attended, major, status at entry (freshman or transfer), what they have done subsequent to graduation (career, graduate school, etc.), and how well they were prepared for the next phase. A major part of the survey inquired into their satisfaction with their experiences in the program, including a number of items that related directly to program goals and objectives.

C. Analysis of course syllabi

The College keeps syllabi on file for every course offered each semester. A representative syllabus was selected from each course offered over the last few years, and these syllabi were analyzed in relation to the Department learning outcomes.

D. Informal interviews with department faculty

A number of informal interviews were done with department faculty in order to assess some of the more complex expected learning outcomes (critical thinking, ethics, professionalism, etc.) and to assess faculty perspectives on how the department approaches the task of realizing its mission and actualizing learning outcomes.

E. Internship

In addition to the course syllabus, various other curricular materials, student products, and samples of course evaluations provided by the Internship Coordinator were analyzed. An informal interview with the Internship Coordinator was done to fill out the view of how the internship process works.

V. Findings

Learning Outcome 1. Graduates will understand the basic perspectives, concepts, and theories of sociology.

The analyses of department syllabi indicate that basic perspectives, concepts, and theories of sociology are covered in a number of regularly-offered classes. Principles of Sociology (Soc 250) is a required course for both Sociology and Criminology majors, and many of our majors also take Social Problems (Soc 324), which includes further introduction to the basics of Sociology. Majors in Sociology also take classes on the Sociology of Deviance (Soc 320), Social Class and Inequality (Soc 330), and Sociological Theory (Soc 400), all of which cover basic sociological perspectives, concepts, and theories in depth.

Classes taken by Criminology majors include Juvenile Delinquency (Soc 321), Introduction to Criminology (Soc 322), and Criminal Justice System (Soc 326), all of which use sociological analysis in explaining crime and how the legal system works. More specialized required courses include sociological analyses of incarceration (Correctional Systems, Soc 329), the development and operation of the rule of law (Law and Society, Soc 350), and capital punishment (The Death Penalty, Soc 360).

Both the Senior Exit Survey and the Alumni Survey indicated that our students were very satisfied with their understanding of the basics of sociology. About 98% of seniors (41 of 42) and 100% of alumni (12 of 12) thought that coverage of this area was adequate or better. Four of five alumni who continued on to graduate school responded that they were better prepared than most of their peers, one said about equally prepared, and none said that they were less prepared. About 92% of alumni (11 of 12) said that they were "very satisfied" with their overall experience in the major.

In summary, coverage of basic perspectives, concepts, and theories of sociology is a key strength of the department, is thoroughly covered in a number of courses, and is meeting the needs of both sociology and criminology majors.

Learning Outcome 2. Graduates will understand the basic ideas of humanistic and social justice perspectives.

Since a humanistic approach is part of the basic mission of the department (see the Mission Statement above), humanistic and social justice perspectives are typically embedded in all of our courses and indeed play a central role in shaping the structure of the courses. In the Sociology major, syllabi consistently indicated that the required courses presented both the origins/development and contemporary orientation of Sociology as a progressive perspective on modern society, emphasizing humanism and social responsibility. Analyses of Criminology syllabi indicated that faculty emphasized different approaches, which included mainstream "textbook" approaches, approaches based on legal theory and analysis, and critical/radical approaches, so that students experienced a range of different views of this controversial area of study.

The Alumni Survey indicated that about 92% of our graduates (11 of 12) were "satisfied" or "very satisfied" with their understanding of humanistic and social justice perspectives as covered in their classes.

In summary, despite the different focal concerns of "sociologists" and "criminologists" in the department, and the different approaches among faculty primarily teaching criminology, the shared commitment to the mission of the department and the commitment of all faculty to the basic values of humanism and social justice allow students to experience a variety of different (and often controversial) perspectives in a collegial environment where faculty respect each others' views and respect academic freedom.

Learning Outcome 3. Graduates will understand the relation between individuals and their social and historical contexts.

The relation between individuals and "society" (the social and historical contexts) lies at the heart of what sociology is all about, so this is an issue that is thoroughly addressed "across the curriculum" in the program. This issue is particularly acute in criminology, where common stereotypes of "criminals" and the "justice" system abound, and understanding of the social aspects of these issues is under-developed.

The syllabus analysis indicated that virtually every sociology/criminology class was centrally concerned with this issue, even the research sequence which deals mostly with analysis of social data (patterns) aggregated from individual data relating to attitudes and behavior. Because of the historical under-representation of minorities and women in positions of status and power in the US, the department offers a five-course sequence of "experience" classes addressing the particular individual/historical situations of some of the major under-represented groups in the United States (Women's Experience, Black Experience, Latino Experience, Asian-American Experience, Native American Experience).

Learning Outcome 4. Graduates will understand the scientific research process from the perspectives of both producers and consumers of research.

The department offers an upper division research sequence culminating in a Senior Thesis involving an original empirical research project and a conference-type presentation. Courses in the sequence include: Statistics (Soc 305), Research Methods (Soc 390), Computer Data Analysis (Soc 395), and Senior Thesis (Soc 499). The analysis of syllabi indicates that most of the other courses in the department include a major emphasis on research, especially the Criminology courses. The combination of studying research findings in the more substantive classes and designing and carrying out their own projects in the research sequence is expected to be mutually reinforcing, so that students will understand the research process from both perspectives.

The Alumni Survey indicates that students are satisfied with this approach: more than 80% (9 of 11) reported being "Satisfied" or "Very Satisfied" with their research experiences in the department.

In summary, the faculty in the department all have Ph.D.'s from major research universities and all have published significant research of their own, and their emphasis on research both in substantive courses and in the research sequence provides an excellent introduction to the importance of research in understanding the social world as both citizens and social scientists.

Learning Outcome 5. Graduates will be able to think critically and clearly communicate their ideas in writing.

Critical thinking and the ability to communicate ideas clearly in writing are major emphases of the department and are regarded as "across the curriculum" givens. Critical thinking was explicitly mentioned in about half of the course syllabi, and every course required at least one significant writing assignment (a term paper, lengthy essay, or take home essay exams). About half of the courses required multiple writing assignments, and the Senior Thesis course also entails a major writing component, a formal journal-length write-up.

The Alumni Survey indicated that graduates were pleased with their experiences in this area, with 100% (12 of 12) "Very Satisfied" or "Satisfied" with the critical thinking skills learned in the program, and 92% (11 of 12) "Very Satisfied" or "Satisfied" with the writing skills learned.

The Senior Exit Survey indicated similar levels of satisfaction in this area, with about 95% (40 of 42) agreeing that critical thinking had been encouraged in classes and 88% of those responding (15 of 17) commenting that their Senior Thesis project (in progress) was a positive experience.

In summary, critical thinking and sophisticated writing skills appear to be strongly encouraged and successfully taught in the program.

Learning Outcome 6. Graduates will be comfortable with diversity in its various manifestations.

The syllabus analysis indicated that diversity is a major focus of the department, with many courses that are about diversity issues and almost all other courses (except the research sequence) dealing with diversity in their particular domains. Courses about diversity include Soc 315 Race and Ethnicity, Soc 324 Social Problems, Soc 330 Social Class and Inequality, Soc 333 Women Across Cultures, and five "Experience" courses about various diverse groups (see course list in Appendix). The syllabus analysis further indicated that most sociology courses and virtually all Criminology courses included major sections on diversity issues.

The Alumni Survey indicated that 92% (11 of 12) of graduates were "Very Satisfied" or "Satisfied" with the understanding of diversity learned in major classes. The Senior Exit Survey indicated that 93% (39 of 42) of seniors felt comfortable in diverse settings, and 90% (38 of 42) felt competent in diverse settings.

In summary, the department appears to do a good job acculturating students to diversity and teaching students about diversity.

Learning Outcome 7. Graduates will learn to function as ethical professionals in a multi-cultural world.

Most syllabi in the department contained statements about plagiarism and ethics, but little else about professional ethics. Several faculty indicated that issues related to this complex topic were discussed in their classes in relation to ethical issues in research, issues involving inequality and power, issues involving demographic and other kinds of variation (gender, race and ethnicity, age, sexual orientation, etc.), and issues involving interpersonal relations in different contexts (the campus, the workplace, personal life, etc.). Several faculty also indicated that they thought that it is preferable to deal with this issue in many different contexts and by modeling professional ethics in their relations with students rather than trying to be more explicit, but narrower, in teaching "principles" of ethical behavior.

The Senior Exit Survey included several questions relating to this Outcome, and student responses indicated that about 90% of seniors felt comfortable and competent in diverse and/or professional settings, and 100% (42 of 42) of seniors thought that ethical issues were adequately covered in their classes.

In summary, the department appears to be doing an adequate job of teaching and modeling ethical professionalism for a diverse world.

Internships

Sociology and Criminology majors are required to complete a demanding four-unit one-semester internship consisting of a minimum of 96 hours working in an agency or position related to their field of study. Students are responsible for finding an off-campus placement with the assistance of the instructor and the "Internship Opportunity Notebook" (a notebook listing dozens of potential internship sites and contacts) maintained and regularly updated by the department.

The syllabus analysis indicated that in addition to weekly class attendance where students discuss their work experiences with each other and with the instructor, students are required to: keep a daily journal; write four "reflection statements" that set and evaluate personal goals for the internship; read and summarize two journal articles related to their academic area; complete an in-depth interview with a client or professional related to the internship; complete a culminating project related to the internship; and attend a fifteen-minute final conference with the instructor to discuss the whole internship experience. Internship requirements are clearly communicated to students in the syllabus and important information about professional attitudes and behavior, academic integrity, and etiquette is also included. There was no specific section in the syllabus on how diversity relates to the internship experience.

The Exit Survey contained several questions about Internships, and the responses were favorable: about 90% of students reported feeling comfortable and competent in diverse settings, and almost 90% reported feeling comfortable in a professional setting and that they were able to use their skills and knowledge in applied settings.

In the Alumni Survey, graduates were asked how satisfied they were with their internship experience at ULV. Three fourths of the respondents (9 of 12) were "very satisfied" or "satisfied," one was "somewhat satisfied," and two (17%) were "not satisfied" with the experience.

Comment sheets from student course evaluations were also analyzed to find out what students found useful and what criticisms they had of the experience. In their comments, several students mentioned working in groups and seeing the connection between theory and practice as important. Also mentioned were working in the field and the networking that resulted, and the possibility that the internship might lead to a job or career in the future. The only negative comments about the classes related to the length of meetings on campus - students thought that the meetings, while productive, were too long.

VI. Recommendations for Action

1. Update the mission statement and the program goals and learning outcomes.
2. Increase the involvement of full time main campus faculty in oversight of the off campus programs administered by Regional Campuses Administration to ensure appropriate quality control of these programs.
3. Convert the Advising Coordinator position into a permanent staff position in order to improve the quality and accessibility of advising services.
4. Create a tracking system for gathering and organizing data on basic aspects of the program, including characteristics of students, class enrollments, etc.
5. Develop performance indicators to supplement self-report indicators in the ongoing assessment of program goals and outcomes.
6. Consider changing the Senior Thesis requirement to an Honors-only course, for those students planning to attend graduate or professional schools.
7. Consider creating a new course on professionalization to help seniors learn how to apply to graduate/professional schools, jobs, etc.
8. Provide more advising services to students related to graduate and professional schools (preparation for exams, information on the graduate education process).